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In August, 1799, MONS. Bouchard, a French officer of artillery, in digging the foundation of a redoubt at Rosetta, which stands at the mouth of the western branch of the Nile, found a curious stone inscribed with various characters, which proved to be in three different languages; that is, the one legend is inscribed three times—once in the old hieroglyphics, again in demotic characters, and the third time in Greek. This stone, which is now held as a priceless treasure in the British Museum, is of a kind known by the learned as black compact basalt. It is four feet long by three feet broad, with one corner broken off so that no one of the inscriptions is entire, although the larger part of all remains. Scholars saw at once its importance as a probable key to the reading of hieroglyphics, and the Antiquarian Society caused the inscriptions to be engraved and copies generally circulated among the learned men of Europe.

Their attention was, of course, first turned to the Greek, which was found to be a recognition of the royal honors conferred on Ptolemy Epiphanes by the Egyptian priesthood at Memphis; and the concluding sentence directed that the decree should be engraven on a table of hard stone in three ways—in the hieroglyphics, in demotic, or ordinary characters of the country, and in Greek. So with this key, coupled with an untold amount of study, the inscriptions on those old tombs and monuments have become intelligible, and we may now learn the names, ages, conditions, and frequently something of the history of these shrouded old mummies that are exhumed and placed before us after their burial for thousands of years.

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Another famous relic of ancient times, was found in the year 1868 by Mr. Klein, a missionary, traveling in the country of Moab. It was a thick slab of basalt, measuring about three feet five inches high, and one foot nine inches wide. The inscription upon it is the oldest existing writing in the alphabetic characters, as it dates from about nine hundred years before Christ. It records the doings of Mesha, king of Moab, during the days of the Israelitish prophet Eliha, and of Jehoram and Jehoahaphat, kings of Judah and Israel, mentioned in the Bible in the third chapter of the Second Book of Kings.

The famous German traveler, Lenz, has just safely returned from a journey in Africa, commencing at Morocco, and passing through the Desert to Timbuctoo. He has just given to the German Geographical Society of Berlin a great deal of interesting information regarding this ancient and famous capital of Western Soudan. It seems that it is to day but a shadow of its former self, having but about 20,000 inhabitants, consisting of negroes and Arabs. Its only architectural ornaments are three mosques, with pretty minarets. The streets are narrow and crooked, with a sort of gutter, or rather a sluice in the middle, to carry off the rains. The Niger lays about a day's journey to the south of it, and it is called by the inhabitants the Nile, which Lenz declares to be a general term for any running stream of fresh water. Trade and industry are of but little importance. The exports are mainly ostrich feathers, ivory, gold dust, gum, and slaves, the latter being taken mostly to Morocco. They import flour, salt, sugar, tea, corals, cotton, stuffs, etc. The great misfortune of the position of the city is the fact that it lies right between two hostile populations, the Tuaregs and the Massinas, and is often the scene of their bloody conflicts. He returned by way of the Upper Niger and the Senegal, meeting on his way cities of from ten to thirty thousand inhabitants. He came out at Medina, a French military colony on the Senegal.

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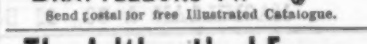
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New York, July 2 and 9, 1881.

In accordance with their usual custom during July and August, of each year, the publishers will publish but twice in each of these months.

THE New York State Teachers' Association meets July 5, 6 and 7 at Saratoga. The President, Prof. Jerome Allen, has been laboring hard to bring together the teachers of the Empire State. The N. Y. City Association has elected eight delegates. Let other associations do likewise. Come one, come all.

It has been found impossible to find room for the details of the "Closing Exercises," that have been sent to us. To note the proceedings of Universities, Colleges, High Schools, Grammar Schools, Primary Schools, and Private Schools, on these occasions would require ten times the space we have at command. We can, therefore, only refer very briefly, to but a few.

WE are obliged to increase the size of this number of the JOURNAL to twenty pages, in order to find room for the numerous announcements of publishers, without decreasing the large amount of most valuable matter for the teachers. When you write to our advertisers always mention that you saw their advertisement in the JOURNAL.

COPIES of the JOURNAL will be found at various Conventions, Associations, Institutes, etc. We hope the friends of education will assist to circulate it. It well deserves the praise lavished on it as "the most helpful and practical paper for teachers." Examine a copy (if you have not seen it before) and then subscribe. That is what we expect.

THE Editor's table is piled with invitations to attend "Closing Exercises." For these he returns his cordial thanks. It is out of his power to accept perhaps any of these for want of time and strength. But be assured, good friends, the spirit is willing. To witness the teacher's triumphs, to see the laborious year end fittingly with the going forth of graduates, upon whom you have expended your best powers,—this would be a real delight. Be assured that you are held in remembrance.

LET every reader of this paper send us word of the time when will occur either the Institute, the County Associations, the Town Association, or the time for Examination. Keep us posted. Some attend to this matter, others "let it slide." Send us papers containing educational news. And generally be on the alert. Be in all senses a *live* teacher. Let every reader be sure and tell us of the time and place of holding every town, city, county, or state association that he may know of. If it is an institute tell us the name of the conductor and any other facts. It is time that EDUCATIONAL facts were known and published.

SOMETHING notable in the excursion way will take place at the State Teachers' Association at Saratoga, July 8. The Association will convey the teachers by rail to Fort Ticonderoga a place of high historic renown. Here the entire body of teachers will become the guests of the "Dixon Pencil Company." To begin with a lunch will be spread under the trees on the grounds of the Fort. This being discussed, the Company will then in a special train convey their guests to the steamer Horicon, on Lake George. The vessel being chartered for the day, great pleasure may be expected from the trip up and down the full length of the Lake. On returning trip a second lunch will be spread. At Ticonderoga, it will be remembered, are the celebrated graphite mines from which the "Dixon Pencils" are made; and each teacher will be presented with a cabinet specimen as a souvenir of the occasion and for exhibition in the school-room.

THE most extravagant thing in the world is sin. Men think of sin as to its consequence

upon the individual who commits it, but the most expensive thing in society will be found to be sin, in whatever form it may appear; and a grand thing it will be when men reach this conviction. Some men think it is very well for men in the pulpit and on platforms to talk about it in trying to induce conviction and persuasion on this moral question, but when they find that the cost of sin touches them in the shape of taxation, they begin to feel a new interest in reforms. It will be found in the long run that the pocket is always on the side of virtue. Men have always formulated somewhat out of their own experience, and when they see that honesty is the best policy—well, it will be found to be so with regard to everything that affects personal habits, eating, drinking, dressing, and the mode of conducting life. The most extravagant thing in sin—anything that is wrong and that violates any great law of morals.—DR. WILLIAM ADAMS.

Value of Educational Journals.

Every teacher in every public school should be a regular subscriber to one or more good school journals. They owe to themselves, their pupils, and patrons to take this means of keeping themselves abreast of the times. They may think they can't afford to do it. The fact is, they can't afford not to do it. There never was a time when the public school was receiving more attention from the best class of American people than now. Its faults and its weaknesses, as well as its many excellences, are all being brought out in the clearest light. The schools must be better taught in the future than they are now or have been in the past. If the teachers of the present would do this better teaching they must grow—they must become better teachers than they are now. To do this they must know their own faults and what will be expected of them in those schools which an awakened public opinion will demand. A good educational journal will prove a most excellent counselor and friend to the wise teacher under these circumstances.—C. H. REW, in *Wilmington Review*.

Self-Teaching.

All real teaching is done by the pupil himself. The teacher who teaches the pupil to teach himself does a work that will last. This has ever been recognized by all thinking men. Dr. John Brown says.—"The great thing with knowledge and the young is to secure that it shall be their own; that it be not merely external to their inner and real self, but shall go in *succum et sanguinem*, and, therefore, it is, that the self-teaching that a baby and a child give themselves remains with them for ever. It is of their essence, whereas, what is given them *ab extra*, especially if be received mechanically, without relish and without any energizing of the entire nature, remains pitifully useless. Try, therefore, always to get the *resident teacher inside the skin*, and who is forever giving lessons to help you and be on your side."

This is a plain statement, made by a careful observer and embodies the soundest principle of education. Much that is done and called education is a mere plastering on of facts (valuable no doubt if comprehended) belonging to a curriculum of study. So that it cannot be too often said, that all real teaching is self-teaching. An educator of long experience said; "If I could, I would have a room or cell for each pupil; in it he should dig out his own conclusions. I would assemble in a class for the purpose of allowing a thought from one mind to strike fire from another. I would question them to show the need of more investigation and dismiss them to their rooms again. I would question, but never tell."

Jacotot.

The system of Education founded by J. J. Jacotot is but little understood, nor is the contribution made by him to our knowledge of the art of education appreciated. Jacotot was appointed to the chair of mathematics in the Normal School in Paris; afterwards he was appointed as professor of the French language in the University of Louvain, in Belgium, and still later to the directorship of the military Normal School. His experiments and discoveries as a professor in the University gave him celebrity. In teaching the French language he found it was not necessary to explain in order to teach. This he accomplished by making the pupil discover for himself. He did not understand the Dutch language spoken by his pupils, and yet was to teach the French to them; he gave them a few lines of *Telemachus*; to learn the meaning was to be gathered from a translation. Then they repeated the French, (he of course correcting the pronunciation) and questions innumerable were poured on them. Then they were required to write compositions in French. If any information was needed they must seek it in the text; they were told nothing. The result was a surprise to Jacotot.

The principle he announced was this, "What we know thoroughly contains an explanation of what we do not know." The key is of course in *knowing thoroughly*. Again, he says, "We know what we retain, or can bring forward." This is not intended to be a biographical notice of this celebrated man, but rather to call attention to this plan. It resembles that of Dr. Taylor (of Andover) applied so successfully to the study of the first ten lines of the *Iliad*. Though he did not require a memorizing of the lines, at first, it so resulted. By thoroughly questioning the pupil on these ten lines nearly every difficulty was investigated. The mental faculties of the pupil were called into vigorous action; he gains confidence in his own powers; he acquires power to concentrate his attention; the method of analysis is necessarily employed; he goes from the known to the unknown; the memory and judgment are all of the time at work; and finally by incessantly going over the ground he acquires facility of performance.

The work of Jacotot, as an independent system does not exist. The discoveries of Socrates, Pestalozzi, Jacotot, Froebel, Page, and a thousand others are blended in the practice of a skillful teacher. Nevertheless, his effect on the educational system now in use is very apparent. He deserves to be held in grateful esteem to the end of time.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

Simple Experiments.

1. Take a balance and put an ink-well in each pan and balance exactly with sand. Now fill one with oil, and the other with water. The oil is not so heavy.
2. Pour the oil into a tumbler, and then pour in the water; the water sinks to the bottom.
3. Sprinkle sand on a pane of glass and fasten the glass firmly in a vise. Now draw across the edge of the glass a violin-bow. The sand will arrange itself in various lines.
4. Take a piece of paper and fold it up, as school boys do, into a square box without a lid. Hang this up to a walking-stick by four threads, and support the stick upon books or other convenient props. Then a lamp or taper must be placed under this dainty cauldron, and a little poured into it. In a few minutes the water will boil. The only fear is lest the threads should catch fire and let the water spill into the lamp and over the table. The flame must therefore not be too large. The paper does not burn, because it is wet and even if it resisted the wet it still would not burn through, because the heat imparted to it on one side by the flame would be very rapidly conducted away by the water on the other.
5. Twist up the edges of a common playing card or other bit of card board, so as to fashion it into a light tray. On this tray place a layer of small shots or bits of lead and heat it over the flame of a lamp. The lead will melt, but the card will not burn. It may be charred a little round the edges, but immediately below the lead it will not be burned, for here again the lead conducts off the heat on one side as fast as it is supplied on the other.
6. Take some lime (quicklime) and put in a glass dish and pour water on it. Let a pupil take hold of the dish, to feel the heat produced.
7. Get some anhydrous sulphate of copper. (This is the blue sulphate heated in a crucible). Pour water on it; it will become blue.
8. Take a ball and fasten a cord to it, and let it swing. (a) It shows the attraction of the earth for it, and (b) the force it acquires carries it on, up a hill, as it were.
9. All bodies will do the same, even a piece of tissue paper. You doubt this? See then. I take this book, and fasten a string to it; it does as well as the ball, does it not? Now I put the tissue paper inside the book or against it and it vibrates also.
10. Here is a cork, can I balance it on the point of a pencil? You think not. I stick three pins into it, one on each side, and see how firm it stands.

Lessons in Zoology.

Zoology is the science of classification applied to animals and it is indispensably requisite to teach the distinctions in a clear manner upon which the classification depends. To the pupils in elementary schools only the simplest outline need be taught, with such facts and details as seem naturally appropriate to illustrate the subject. That the pupil should be led, by an exercise of his observing faculties, to discover the peculiarities upon which the classification is based. To do this, well known typical animals should be taken; such as man, monkey, bat, cat, rat, horse, deer, cow, and whale;—eagle, parrot, canary, rooster, ostrich, snipe, and duck;—turtle, alligator, rattlesnake, and frog;—perch, cod, shark, etc.;—bee, butterfly, beetle, etc.;—spider and crab;—squid, snail and oyster;—star-fish, jelly-fish, and corals. The distinction between organic and inorganic should be shown: the difference between animals and plants. This will lead to a consideration of organic animal.

The simplest names should be used, where possible, in preference to the more scientific, or, at least, as preparatory thereto, thus, it is better to use the term *four-handed* than *quadrumanus*; *gnawers* than *rodentia*; *scratchers* than *rasors*; *two-winged* than *diptera*; etc. A few scientific terms, such as *mollusc* and *bivalve*, are in such common use that they may be readily explained and applied.

The use of animals, anecdotes concerning them, their peculiarities and habits, which the pupils have themselves observed—will form an indispensable part of these exercises. If they have not observed these things incite them to do so first of all.

To teach Zoology the pupils must be stimulated to acquire as many facts as possible by their own observation

and reading. Of course such exercises will be conversational, the reviews frequent. The instruction should also embrace exercises in classifying well-known animals from a miscellaneous list, giving the reasons in each case. This list can be enlarged: oyster, whale, robin, spider, frog, cat.

It is not expected that the classification should extend to *species* and *variety*, sometimes not even to *genera*. It is desirable that the pupils should have some definite ideas as to the relations of the following terms used in zoology: kingdom, branch or type, class, order, family, genus, species, variety, individual. These can be best exhibited by a diagram, but should in no case be presented by formal definition. All but the last four should be mentioned in describing any given animal.

The exercises should include a portion, at least, of the topics suggested in the following synopsis, which is here presented for the guidance of the teacher. The synopsis comprehends three successive outlines, each complete in itself or with that preceding it.

The reasons of the classification should be given in each case. (Four great types of animals will be found.) Each type may be briefly defined. Vertebrates, articulates, molluscs and radiates. It is not necessary here to say that a skeleton of each should be exhibited—it must be.

1. *Class of Vertebrates*.—Illustrate, by mentioning animals belonging to several classes; mammals (those which feed their young with milk); birds, reptiles, batrachians, (frog kind) fishes. Brief description of each class to be given. Name common vertebrates to be classified, occasionally mentioning an animal not a vertebrate, in order to test the attention and accuracy of the pupils; for example, alligator, robin, mouse, worm, herring, toad, lion, jelly-fish, rattlesnake, elephant, flea, hawk, turtle, etc., etc.

2. *Class of articulates* to be treated very briefly, but in the same manner as the vertebrates. Simplest division, as insects, crustacea, and worms, to be employed.

3. *Class of Molluscs*—treat also briefly, by referring only to their general characteristics. Teach the meaning of the terms univalve and bivalve. Specimens of shells will be useful for illustration; but it must be remembered that the structure of the animal itself is far more interesting and important than that of the shell which incloses it.

4. *Class of radiates*—treat also briefly. (Here it would be well to refer to the traits of animals as *herbivorous*, *carnivorous*, and *omnivorous*; also the general relations of the teeth of animals to other peculiarities, such as feet, forms, food, digestive apparatus, and habits.) Having laid the above foundation deeply and firmly by conversational lessons, take up each class separately.

MAMMALS.

Order 1.—*Two-handed (Bimana)*.—To be treated briefly. The five races of men, with their characteristic peculiarities. The geographical distribution of each to be also briefly referred to.

Order 2.—*Four-handed (Quadrumanus)*.—A few examples, according to the experience of the pupils. Refer to the geographical distribution.

Order 3.—*Hand-winged (Cheiroptera)*.—Use a drawing, or dried specimen, if one can be procured. Any interesting facts about bats, and their nocturnal habits.

Order 4.—*Insect-eaters (Insectivora)*.—Omit altogether, except to name the mole as such, and refer to its small hidden eyes, etc.

Order 5.—*Flesh-eaters (Carnivora)*.—To be treated more fully. Refer to general structure of teeth, feet, and stomach. Refer to *cat family*, using common cat as type; *dog family*, using dog as a type; *weasel family*, their form, habits, etc., naming *sable*, *marten*, *ermine*, and *mink*, and referring to the value of their furs; *bear family*; also briefly to *seal family*.

Order 6.—*(Marsupials)*.—Refer to the geographical distribution. The exception of the opossum.

Order 7.—*Gnawers (Rodents)*.—Use the rat or squirrel as a type. Refer to peculiarity of teeth, and the provision for their continued growth. Teach about the rat, mouse, squirrel, beaver, rabbit. Refer to the wood-chuck, porcupine, and guinea-pig.

Order 8.—*Thick-skinned (Pachyderms)*.—Treat briefly of the elephant, the rhinoceros, and swine families; more fully of the horse family, including, horse, ass, mule, and zebra. Geographical origin of the horse, its dispersion and influence in human affairs.

Order 9.—*Cud-chewers (Ruminants)*.—Relations of food to teeth, stomach, feet, etc., etc. Teach three families: 1. *Deer family*, horns solid, deciduous; 2. *Hollow-horned*

family, (horns permanent); 3. *Camel family*, (hornless). Refer to *Llama* and *vicuna*.

Order 10.—*Whale-like (Cetacea)*.—Refer to fish-like character of whale; how dissimilar; its uses. Also porpoise and dolphin.

BIRDS.

1. Birds of Prey (*Raptores*).—Vulture, falcon, owl, condor, hawk, eagle.

2. Climbers (*Scansores*).—Parrot, woodpecker, etc.

3. Perchers (*Insessores*).—Given a few well known birds as examples.

4. Scratchers (*Rasores*).—Gallinaceous birds and dove family.

5. Runners (*Cursores*).—Ostrich; its habits.

6. Waders (*Grallatores*).—Crane, stork, snipe, etc.

7. Swimmers (*Natatores*).—Duck family; Swan, petrel, penguin, albatross, etc. Refer to nests of birds, their migration, instincts, etc.

REPTILES AND FROG FAMILY.—Treat very briefly, teaching something of turtles, crocodiles, and alligators, serpents and their fangs; the frog and its transformations.

FISHES.—Treat the classification very briefly; show distinction between the two groups, bony and cartilaginous fishes, with the orders spine-finned and soft-finned; also the shark and the sturgeon.

ARTICULATES.—These present many advantages for the schoolroom. They are small and easily procured for perceptive teaching. A simple microscope is a great assistant in awakening an interest. Of insects, collections of type specimens can easily be made. Only the simplest and most interesting facts, however, need be taught. The general characteristics of this class of animals should be explained—their structure and the functions of their chief organs. Their wonderful transformation should be explained and exemplified; difference between insects proper, spiders, and many-footed articulates (myriapods). It is important to distinguish carefully the three terms, *insect* (i. e., six-footed [hexapod], or true insects), *arachnids*, or eight-footed spiders and scorpions, and *myriapods*, or many-footed millipeds and centipedes. In the insect proper, the body is divided into three divisions—the head, the body (or thorax), and the hind-body (or abdomen; the head is furnished with feelers (*antennae*); the body supports three pairs of legs, and generally one or two pair of wings; the abdomen shows more or less clearly a number (seven) of rings or joints. In the arachnids, the head and body are consolidated into one division, which has no antennae, supports four pairs of legs, but no wings. In the myriapods, the entire body consists of a series of very similar joints, not grouped into divisions separated (insected) from one another, but of which the first serves as a head, whilst each of the others, however numerous, supports either one or two pair of more or less imperfect legs.

The following orders may be taught and exemplified:

1. *Membrane-winged (Hymenoptera)*. Including the bee family, the ant family, the wasp family; the ichneumon family, their peculiarities, habits and instinct.
2. *Scale-winged (Lepidoptera)*.—Moths and butterflies, caterpillars, etc., clothes-moths, geometer.
3. *Two-winged (Diptera)*.—Mosquito family, wheat-fly, house-fly, etc.
4. *Case-winged (Coleoptera)*.—Beetle, fire-fly, weevil, etc.
5. *Half-winged (Hemiptera)*; or bugs, cicadas or harvest-flies, tree-hopper, cochineal, boat-fly, etc.
6. *Straight-winged (Orthoptera)*.—Cricket, katydid, locust, grass-hopper.
7. *Net-winged Neuroptera*.—Dragon-fly, May-fly. Refer to the white ants.

Spiders (Arachnida).—Many-footed insects (*Myriapoda*).—Centipedes.

CRUSTACEA.—Crab, lobster.

WORMS.—Earth-worm.

EVOLUTION OF EDUCATION.—The catechism once formed the entire outfit of the school. Education meant, then, to believe. The reaction followed, and education meant next to know. This, too, was found hollow, and education was next taken for teaching us how and what to be, which again ended in a moral formalism, and in a refined sentimental self-seeking. We expound education as the art of preserving the race by training us what to do. To believe, to know, to be, to do, and finally, the synthesis of all the four, form the complete evolution of education, springing up in the order of the human faculties, perception, reason, emotion, and the will.—ROVER.

Suggestions to Teachers.

THINGS TO BE PERFORMED

1. Convince your scholars by your conduct that you are their friend.
2. Take special care that your school-house and its appendages are kept in order.
3. Teach, both by precept and by practice, the use of the decimal or American currency.
4. Be accurate.
5. Cultivate a pleasant countenance.
6. When scholars do wrong it is sometimes best to withhold immediate reproof, but to describe a similar case in general construction.
7. Study to acquire the art of aptly illustrating a difficult subject.
8. Take advantage of unusual occurrences to make a moral impression.

THINGS TO BE AVOIDED.

1. Guard against prejudice on entering a school.
2. Do not allow your pupils to direct their own studies.
3. Do not attempt to teach too many things.
4. Never attempt to do extraneous business in school hours.
5. Avoid making excuses to visitors for the defects of your schools.
6. Avoid wounding the sensibilities of a dull child.
7. Never compare one child with another.
8. Never lose your patience when parents unreasonably interfere with your plans.
9. Ride no hobbies in teaching.

—Page's Theory and Practice in Teaching.

Lessons in Words.

An explanation of the derivation of words will give a pupil an insight into their history, and he will comprehend their use and power.

"Sierra" means a "saw," hence the use of the terms Sierra Nevada, Sierra Morena, for the mountains look like great saws turned up to the heavens.

"Frank" comes from a native that possessed Gaul. They were distinguished from the Gauls by their love of freedom, their scorn of a lie. So marked was this national trait that it was applied to denote moral distinctions.

"Slave" was once a noble word, meaning glory. It was significant of freedom. But the Slaves (or Schlaves, as once spelled) became captives to the Teutonic race, and so a Slave was synonymous with one who was subject to another.

"Turkey" is applied to a fowl that originated in this country, but it was supposed by the common people to have come from Turkey.

"Daisy" Chaucer tells us, means "day's eye"—eye of day. The sun had this title first, but those who saw the daisy saw a likeness to the sun—the white flowerets resembling the rays—hence the name.

"Knave" meant originally only "lad," and it now means that in Germany, but so many lads were bad that it got to have a bad significance.

"Villain" meant a man who worked on a villa or farm; but so many of them had rough hard natures that it took a low signification.

"Silly" in the old English means blessed. Our early poets use the word to show harmlessness. The "silly sheep" is very common. But how the word has changed!

Golden Thoughts.

THEY talk most who have the least to say.—PRIOR.

WE wish for more in life, rather than more of it.—JEAN INGLOW.

THAT flower that follows the sun does so even in cloudy days.—I KINGTON.

NO one loves to tell of scandal except to him who loves to hear it.—JEROME.

NEXT to love, sympathy is the divinest passion of the human heart.—BURKE.

BE always employed about some rational thing, that the devil find thee not idle.—JEROME.

NEVER fear to bring the sublimest motive to the smallest duty, and the most infinite comfort to the smallest trouble.—PHILLIPS BROOKS.

EVERY man we meet with in this world, though we should never meet with him again, will meet with us at the Day of Judgment.—DR. J. MCCOY.

CONQUER thy Till thou hast done that, thou art a slave; for it is as well to be in subjection to another's appetite as to one's own.—BURTON.

THE happiness of life depends on the regular prosecution of some laudable purpose or lawful calling, which engages, helps and enlivens all our powers.—W. JAY.

IN contemplation, if a man begin with certainties, he shall end in doubts; but if he will be content to begin with doubts, he shall end in certainties.—BACON.

THE sun should not set upon our anger, neither should he rise upon our confidence. We should forgive freely but forget rarely. I will not be revenged and this I owe to my enemy; but I will remember and this I owe to myself.—COLTON.

A CERTAIN amount of opposition is a great help to a man. Kites rise against and not with the wind. Even a head wind is better than none. No man ever worked his passage anywhere in a dead calm. Let a man wax pale therefore because of opposition.—JOHN NEA.

"Nothing noble, nothing great,
The world has ever known,
But began a seed of thought
By some generous nature sown."

COMMON SENSE is science exactly so far as it fulfills the ideal of common sense; that is, sees facts as they are, or at any rate without the distortion of prejudice, and reasons from them in accordance with the dictates of sound judgment. And science is simply common sense at its best; that is, rigidly accurate in observation and merciless to fallacy in logic.—HUXLEY.

I CARRIED away from Rugby dreadfully bad scholarship, but two invaluable possessions. First, a strong religious faith in and loyalty to Christ, and secondly, open mindedness. It was said, and is still said, I believe, of Arnold, by way of censure, that to him everything was an open question every morning of his life. And though he never made any direct effort to unsettle any of our convictions that I can remember, we went out into the world the least hampered intellectually of any school of English boys of that time. To this day I am always ready to change an old opinion the moment I can get a better one, and so I think it has been with many of my old school-fellows, though we believed ourselves to be a thorough "true blue" school.—THOMAS HUGHES.

Things to Tell the Scholars.

(PREPARED FOR THE SCHOOL JOURNAL.)

FROM \$1,000,000 to \$2,000,000 worth of bird's nests are annually imported into Canton, most of them coming from Java. They are very expensive, costing from \$30 to \$40 per pound. The nests are composed of pure gelatine, secreted by a species of swallow and deposited against a wall.

THE towboat Oakland left St. Louis for New Orleans, May 15, with the heaviest tow taken seaward that way, eight barges carrying 160,000 bushels of wheat, 140,000 bushels of corn, 5,000 barrels of flour, 3,000 sacks of bran, 6,000 sacks of oats, 5,000 packages of general freight. The total tonnage exceeded 10,000 tons. Most of the grain was for export.

A NEWSPAPER reporter in New York has been inquiring of dealers in dogs the prices for the various kinds of pets. He found that black and tan terriers cost from \$10 to \$50; Scotch terriers, from \$15 to \$35; spitz dogs from \$15 to \$35; poodles from \$15 to \$30; King Charles spaniels, from \$25 to \$75; Newfoundland, from \$25 to \$35; fox hounds, from \$25 to \$50; and Shepherd dogs, Scotch, English and native, from \$25 to \$50.

MRS. HAYES has received from "the women of Illinois" an autograph album, as a testimonial to her fidelity to total abstinence principles while mistress at the White House. There are six large volumes of 650 pages each, elegantly bound in full Turkey morocco and abounding in India-ink drawings. Vols. 1 and 2 are devoted to public officials in the federal and State governments. Vols. 3, 4 and 5 contain the autographs of literary and artistic people. Longfellow, Holmes, Aldrich, Dr. Holland, Mark Twain, Mrs. Stowe, etc., are prominent. Vol. 6 is devoted to representatives of temperance and religion.

THE following gives the capacity of the larger European churches but does not refer to seating: St. Peter's Church, Rome, holds 54,000 people; St. Paul's, London, 35,000; St. Sophia's, Constantinople, 33,000; the Flor-

ence Cathedral, 24,300; St. Petronious, Bologna, 24,000; St. Paul's, Rome, 32,000; Notre Dame, Paris, 20,000; the Pisa Cathedral, 13,000; St. Stephen's, Vienna, 12,400; St. Dominico's, Bologna, 12,000; the Milan Cathedral, 11,000; St. Marks, Venice, 7,000; the Milan Cathedral, 7,000.

A "PARLOR" cattle car with twenty head of cattle, arrived in New York from Cincinnati, the cattle having come through without unloading. The cattle were fed and watered by a mechanical contrivance operated from the end of the car. With an ordinary car the cattle would have to be unloaded for feeding three times, with considerable injury and delay. The superiority of the new car was shown not only by its increased capacity and the superior comfort of the animals, but also in the saving in weight of diminished loss, which is usually about ten per cent. With the "parlor" car the loss was under three per cent.

THE Legion of Honor was instituted in 1802, when Napoleon was at the camp of Bologna, preparing for the famous descent on England, in honor of which, medals had already been struck. Great pomp and ceremony was displayed upon the occasion, and the sword of Francis I, and the helmet of Henry IV. figured in the performance. The Legion consisted of 6,104 members, 104 grand officers, 20 commanders, 450 officers, 5,250 knights. To-day there are 59,273 members, although the population of France has not augmented since 1802, when the French territory included the left bank of the Rhine, and the "Grand Cross" had been added to the other grades.

POTSDAM is at present the chief place of German violet cultivation. At Berlin, Charlottenburg and Leipsic the cultivation of violets is also very extensive. The price per dozen during the winter months varies, according to demand and supply. The gardeners have succeeded in raising small violet trees by preventing the plant from blossoming for several years and managing to have it grow upright by carefully removing the lower leaves and shoots. In this way a miniature tree is gradually obtained of palm-like appearance, about fourteen centimetres high, which, with its fine crown of leaves, and its luxuriant blossoms, presents a most charming appearance.

THE year 1816 has been called the year without a summer. There was sharp frost in every month. January was mild, as was also February, with the exception of a few days. The greater part of March was cold and boisterous. April opened warm, but grew colder as it advanced, ending with snow and ice and winter cold. In May, ice formed half an inch thick, buds and flowers were frozen, and corn killed. Frost, ice and snow were common in June. Almost every green thing was killed, and the fruit was nearly all destroyed. Snow fell to the depth of three inches in New York and Massachusetts, and ten inches in Maine. July was accompanied with frost and ice. On the 5th, ice was formed of the thickness of window glass in New York, New England and Pennsylvania, and corn was nearly all destroyed in certain sections. A cold north-west wind prevailed nearly all summer. Corn was so frozen that a great deal was cut down and dried for fodder. Very little ripened in New England, even in Connecticut, and scarcely any even in the Middle States. Farmers were obliged to pay \$4 or \$5 a bushel for corn of 1816, for seed of the next spring's planting. The first two weeks of September were mild, the rest of the month was cold with frost, and ice formed a quarter of an inch thick. October was more than usually cold, with frost and ice. November was cold and blustering, with snow enough for good sleighing. December was quite mild and comfortable.

EMILE LITRE.—This eminent scholar died June 2, in Paris. Emile Litre was educated at the Lycee Louis Le-grand. When he left in 1819 he was the possessor of more than a hundred volumes of prize books. He then devoted himself to studying mathematics, with a view to entering the Polytechnic school, but an accident caused him to change his mind, and he studied medicine for eight years with brilliant success. After having contributed largely to several medical journals, Litre shouldered a gun and fought in the streets during the revolution of 1830. In 1831 he joined the staff of *Le National*. To this newspaper he remained attached until 1851. Meanwhile he wrote philosophical articles for other journals. Every branch of knowledge seems to have occupied his attention. The work that Litre performed is incredible. Essays and articles he counted as nothing at all; but, to take only three of his works; the dictionary of the French language

took him twenty-seven years of labor. While he was engaged on his dictionary Litre worked week after week and month after month sixteen hours a day. The only holiday that he took was one month at the seaside in the summer. For the benefit of those who are curious in these matters it may be stated that the total length of the columns of the dictionary is 37,525 metres, 28 centimetres, upward of 20 miles. Nevertheless, during this time Litre did other work besides. When Auguste Comte, one of whose disciples Litre was, died in 1861, Mme. Comte begged Litre to write the life of her husband. Litre was then hard at work on his dictionary, and the only way to fulfil this debt of gratitude toward the founder of Positivism was to sacrifice three hours' sleep. During a whole year Litre worked sixteen hours a day at his dictionary and three more hours on the volume, Auguste Comte and his Philosophy, which appeared in 1863. Such intellectual labor is wonderful.

Mottoes for the School-Room Walls.

No Bad Thoughts.
Be Self Reliant.
Kind Words Never Die.
Truth Wins When Deception Fails.
Our life is what we Make it.
Let all your Actions be Upright.
Knowledge is Power.
Always be Frank and Truthful.
Indolence Never Climbs a Hill.
Never Give Up.
Always be on Time.
No Idlers Here.
Wisdom is Strength.
God Bless our School.
Always be Polite.
Strive to Please.
Be kind to One Another.
"I'll try," must Succeed;
"I can't," must fail.
Honest Youth makes a Happy Old Age.
Truth is Golden.
An Idle word can never be Recalled.
Always do your Best.
Well Begun is Half Done.
Doing Right Pays.
Perseverance Wins.
Never Forget that God is Ruling.

The Primary Class.

TWO AND ONE. RECITATION.

Two ears and only one mouth have you:
The reason, I think, is clear:
It teaches, my child, that it will not do
To talk about all you hear.
Two eyes and only one mouth have you.
The reason of this must be,
That you should learn that it will not do
To talk about all you see.
Two hands and only one mouth have you;
And it is worth repeating,—
The two are for work you will have to do,
The one is enough for eating.

DO YOU GUESS IT IS I?

I am a little thing,
I am not very high;
I laugh, dance, and sing,
And sometimes I cry.
I have a little head
All covered over with hair,
And I hear what is said
With my two ears there.
On my two feet I walk;
I run, too, with ease;
With my little tongue I talk
Just as much as I please.
I have ten fingers, too,
And just so many toes;
Two eyes to see through,
And but one little nose.
I've a mouth full of teeth
Where my bread and milk go in;
And close by, underneath,
Is my little round chin.
What is this little thing,
Not very, very high,

That can laugh, dance and sing?
Do you guess it is I?

—Mrs. Follen's Little Songs.

The above is a very effective recitation for a young child. Have the little one laugh, cry and point to eyes, nose, mouth, show fingers, etc., and it never fails to please the audience.

THE LOSING BAG.

Little Harry Careless

Was always losing things—
Shoes and hats, and slates and books,
Pencils, marbles, strings—
Till at last his mother
Took a faded flag,
(A great, enormous one it was,
And made of it a bag.
"Now, my careless Harry,"
Said she, with a kiss,
"When you feel like losing things,
Pop them into this."
"That I will," cried Harry,
Happy as a king;
And since he's had the losing bag
He's never lost a thing.

—Harper's Young People.

LITTLE CHILDREN.

Keep guard of your words, my darlings,
For words are wonderful things:
They are sweet like the bee's fresh honey,
Like the bees they have terrible stings.
They can bless like the warm, glad sunshine,
And brighten a lonely life,
They can cut in the strife of anger,
Like an open, two-edged knife.
Let them pass through your lips unchallenged,
If their errand is true and kind;
If they come to support the weary,
To comfort and help the blind.
If a bitter revengeful spirit
Prompts the words, let them be said;
They may flash through a brain like lightning,
Or fall on a heart like lead.
Keep them back if they're cold and cruel,
Under bar, and lock and seal;
The wounds they make, my darlings,
Are always slow to heal.
May peace guard your lives and ever
From this time of your early youth,
May the words that you daily utter
Be the beautiful words of truth.

The Chains of Appetite.

A RECITATION.

A man goes on for quite a long time drinking—moderately. He thinks he could easily stop if he would. No one who has lived in the world and observed at all can have failed to see the vast, the rapid increase in the use of tobacco. In vain do men plead. In vain do physicians protest and point out the mischiefs that come from the habitual use of a poison. Many of them use it themselves, and therefore will not see the harm it does. And because the effects are not immediate and fatal, therefore men persist in the habit.

Shall I tell you why?

Because it is too strong for them. Half of them will tell you, "I can stop if I will," but you will observe that they never "will."

Ten million dollars increase of revenue the last year, "chiefly from duties on cigarettes." This is indeed dreadful.

They can stop if they will—can they? And yet pay ten millions to wear galling chains. It doesn't do any hurt? Where then the great increase in nervous diseases, of paralysis, of sudden death?

The habit is nasty, is it? Boys think so. It is insidious, it is soothing, it is social, it is cheerful. What it is; it is also harmful, it is dirty, it is unsavory, it destroys the nerves, its effects become hereditary, that is the worst of it. His father smoked, good man, and died in his prime, and his children have an inheritance of weak nerves and strong appetites. The chains are born on us!

Uneasy lie the heads of all who rule;

The most so his whose kingdom is a school.

—O. W. Holmes.

EDUCATIONAL NOTES

NEW YORK CITY.

The University of the City of New York held its commencement June 23. There were twenty-two graduates—seven B.S. and fifteen B.A. and four C.E. The three fellowships were won by E. F. Pearce, G. M. Duncan, O. Ball. The Butler prizes were taken by G. M. Duncan, C. L. Bristol. The Philomathean prizes by W. C. Cudlipp, H. W. Skerry. It is said that Dr. John Hall will become Chancellor in place of Dr. Crosby, who has resigned.

G. S. 69.—The male department sent thirty graduates to the City College, a larger number than any other G. S. The closing exercises, June 23, were remarkably interesting. Principal Elgas is doing an enviable work; he is no routinist, but a genuine teacher and fortunate in his assistant, W. H. Bennett, who has not been absent from school one minute in two years, received a silver medal; thirteen others had a like excellence during one year. Dr. Taylor made a fine address; Mr. Elgas received a beautiful engraving.

COLLEGE OF THE CITY OF NEW YORK.—The "commencement" was held June 23. President Webb gave prizes as follows: Pell medal, Albert Strauss; Cromwell do., Walter Moeller, W. L. Fetter, C. W. Wolfertz; Ward do., L. Ettinger; G. F. McEwen, H. Schroeder (2), D. L. Rauch, E. Ilgen (2), A. Bacon (2), L. Muller (2), J. J. McNulty, D. H. Martin, A. Ullman, E. W. Still, P. Rosenthal, V. H. Koehler, F. M. Devos, W. Fuchs, J. Pederson. Certificates of same value as above to J. L. Frusuf, A. Sims, J. Prochoszka, J. H. Stark, H. B. Corey, A. E. Mester. Riggs medals to A. G. McAdie, H. E. Brown. The Clafin medals to T. Beran, E. Ilgen, O. J. Cohen. Prizes, J. L. Bertenweiser (2), C. H. Jackson, J. H. Grotecloss, jr. The Kelly prizes to J. Baumeister, D. H. Martin. The Lockwood prize to W. M. K. Olcott.

Degrees conferred: The degree of Bachelor of Arts was conferred upon the following candidates: Frederick A. accn, Theodore Beran, Edmund Bittner, Edmund A. Boas, Ogden D. Budd, Mark Casper, Moses Esberg, Daniel Einhorn, Leo Ettinger, Edwin J. Freedman, Wm. W. Giles, Fred. G. Hunt, James W. Hyde, Robert N. Kenyon, Julius Lichtenstein, Geo. R. Lockwood, jr., Alexander G. McAdie, John J. McCormick, Alexander H. McKinney, Daniel H. Martin, Wm. E. C. Mayer, Wm. H. Nammack, Wm. M. K. Olcott, John J. O'Reilly, Ascher L. K. Piddian, Moses Weinman, Adolph Worma.

The degree of Bachelor of Sciences was conferred upon the following candidates: Herman Aaron, John Baumeister, Abram Brothers, Edward P. Carroll, Louis N. Gross, George Haas, Frederick A. Happy, Moses Kakeles, Richard B. Lunn, John J. McNulty, Aurelius E. Mestre, Wm. A. Newton, Frank K. Perkins, Edwin S. Popper, George Riedeman, Fred. Roesser, Herman Schroeder, Edward W. Stitt, Albert Ullmann, Edward B. Wells.

ELSEWHERE.

THE REV. A. D. Mayo, who has lately traveled through the South, takes a cheerful view of education in that region. He declares that there is an increasing enthusiasm on the subject and that the chief need at present is of more discussion. Good country schools are especially wanted—the cities are comparatively well supplied.

INDIANA.—In a certain county in this State, the county superintendent adds a certain amount to the percentage gained in the examination if the teacher takes an educational paper. And the idea is a good one. In one case the superintendent sent to the publishers of the *TEACHERS' INSTITUTE* to see if a certain name was really on their books; the teacher claimed he took the T. I. and so got a higher percentage,—but his name could not be found!

Boston.—The history of the Museum of Fine Arts illustrates the fact that in Boston everybody lends a hand, for already, since 1870, more than \$400,000 have been collected from the people. At the first subscription, in which more than \$260,000 was realized, there was one subscription of \$25,000, one of \$15,000, one of \$10,000, thirteen of \$5,000, forty-five of \$1,000, and the remainder was given by more than nine hundred persons, in sums ranging from \$700 to 35 cents. Teachers, ministers, merchants, artists, actors, factory operatives, all are enrolled on the list of honor; even children's fairs and festivals! In other words, this great work represents the heart of the people.

But the best thing about the Boston Art Museum is its visible and constant utility. The basement is given up to

a colony of perfectly appointed study rooms for drawing, modeling, wood-carving, lectures, etc. The first floor presents the richest collection of sculpture in casts and studies to be found anywhere save in Berlin, arranged chronologically in order, beginning with Egypt, and ending its long epic journey at the feet of Michael Angelo. It is one of the "complete galleries of the world; it is all the time a school, and pupils may be seen anywhere pursuing their silent toil under the occasional direction of an instructor. The floor above is only another story of this hive of the Muses, but among pictures and decorative studies. The galleries are sparsely hung but instructively; and at all times one may study not only many good examples of early Dutch and Continental art, but the best things of Allston, West, Copely, Stuart, Millet, Corot, Couture, Wm. M. Hunt, George Innes, J. Rollin Tilton, and others. Loan exhibitions continually refresh and invigorate the exposition. In many practical matters of deepest importance to the art-loving public our own Executive people at the Metropolitan could profitably take council with Col. Loring, who is to Boston aesthetic what Wendell Phillips is to Boston forensic, or the Liberal Club to Boston dialectic.

The State Association.

The following lines will return members free from Saratoga—tickets good until July 20:

Long Island Railroad: Ulster and Delaware Railroad; Rhinebeck and Connecticut Railroad; Ogdensburg and Lake Champlain Railroad; Lake Champlain Steamboat Co.; Lake George Steamboat Co.; Adirondack Company's Railroad; Schoharie Valley and M. and S. Railroad; Otsego Lake Steamboat Co.; Cooperstown and Susquehanna Valley Railroad; Delaware, Lackawanna and Western Railroad; Utica; Ithaca and Elmira Railroad; Lake Ontario Southern Railroad; Syracuse, Chenango and New York Railroad; Seneca Lake Steam Navigation Co.; Buffalo, New York and Philadelphia Railroad; Rochester and Pittsburgh Railroad, Bath and Hammondsport Railroad, Lake Keuka Steam Navigation Co.; Boston, Hoosac Tunnel, and Western Railroad.

Delaware and Hudson Canal Company's Railroads will sell round trip excursion tickets through to Saratoga, from most stations at half rates, except for short distances. Day line of steamers on the Hudson, People's evening line of steamers, and Troy Citizens' line of steamers will sell excursion tickets.

The New York, Lake Erie and Western Railroad will sell return tickets at Binghamton to members coming from any point on their road, at one third fare; also the New York, Ontario and Western Railroad, and the Southern Central Railroad.

The Northern Central Railroad between Elmira and Canandaigua, and the Syracuse, Geneva and Corning Railroad between Geneva and Corning, have reduced their rates on all tickets to two cents per mile, same as New York Central and Hudson River Railroad.

The hotels at Saratoga range from \$2.50 to \$1.25 per day. The boarding-houses from \$2.50 to \$1.25.

LETTERS.

I inclose an article on penmanship in response to your oft repeated request to the teachers who have been successful in teaching any branch to give the readers of the *INSTITUTE* the benefit of their experience. I hope you will find the article worthy of a place in your columns.

A. E. S.

Your quotation from the superintendent's report expresses my opinion of your *INSTITUTE*. Each number I receive I think a great improvement has been made over the last number; but when I overhaul the old papers they always seem much better than I had thought them.

One question which our county superintendent never fails to ask the candidates for examination is: "Will you attend the county institute?" The answer frequently is, "I will if I succeed in getting a school." In other words, you want a barn built; a man offers to do the work, you inquire, "Do you understand the business?" The reply is, "If you give me the job I will spend a week in learning how to build barns."

He is not a teacher who does not exclaim, "Woe is me if I teach not," and "Woe is me, if I learn not how to teach."

GRETCHEN.

EDUCATIONAL MISCELLANY.

The Richest Prince.

(Translated from the German.—J. KERNER.)

"Grand," spoke the prince of Saxony,
"Is my country in its might,
Stored with silver are the mountains,
Wealth untold hid out of sight."

"See my land in its abundance,"
Spoke the sovereign from the Rhine;
"Golden grain in all the valleys,
On the mountains noble wine."

"Handsome cities, wealthy convents,"
Louis of Bavaria cries,
"These are reasons why my country
With your own in riches vies."

Eberhard, he the bearded,
Wurtemberg's beloved prince,
Spoke: "My land has but villages,
And its hills no wealth evince."

"Yet a treasure has it hidden,
That in forests e'er so great,
In the hand of any subject,
I can safely trust my fate."

Then called out the lords from Saxony,
From Bavaria, from the Rhine,—
"Bearded prince, your land is richest,
More than diamond—wealth is thine."

IDA A. AHLBORN.

Educate the Teachers.

We are glad to see people awaking to the importance of skilled labor in school teaching as well as in other professions. It is true that many good teachers and good housekeepers have been developed through the old routine, but at what an expense to pupils and providers. The result of bad habits of thought that a pupil may acquire because the teacher is not capable of directing his mind, are far-reaching, and cannot be estimated. The teacher who succeeds without training would, no doubt secure far greater and better results with proper aid. A teacher who is a superficial thinker, whose education consists only of a smattering of the surface knowledge of books, will not, and cannot successfully impart instruction to the young. Such a teacher may have a faculty for bringing the pupil up to required standard of grading, through a process of cramming of facts, from the book, but the value of such teaching is not very great. It is largely through such teachers that our public school system has fallen into disrepute, and been so unpleasantly criticised within the last few years.

If a boy or girl graduates from the high school, having passed through all the lower grades with only a knowledge of facts and figures, having scarcely any idea of thinking out things for himself, he would be better fitted for the actual duties of life if he had been apprenticed to a good trade after learning to read and write. (So of a teacher.) A teacher should have sufficient mental culture and enough training for the work of instruction, to feel that he is not placed in the schoolroom merely to *hear lessons*, but he is also responsible for the mental development of those placed under his care.—*Practical Teacher.*

Technical Education.

Professor Zochos in the *Industrial News*, says: A technical education, simply means a practical knowledge and training so acquired as to enable the student to enter on the immediate practice, while at school, of those methods and usual results which make up the various occupations, professions and trades in which men engage "for a living." It develops and involves personal independence and self support in the young while still at school. This may seem a difficult problem to solve; and, at first, can be approached approximately. The pupils of the Cooper Union, in the Female Art School alone, earned for themselves last year over \$6,800 out of the very process of instruction. Most of these pupils are engaged in self-supporting occupations, in the various stores and workshops in the city, and come only in the evening for instruction; yet they learn about as much as do college students, who are wholly dependent upon others for support.

The American people need a system of common schools, coming up from the simplest methods of training the infant mind for usefulness, to the complete mental preparation received for solving even the most complicated and difficult problems that can be set before the human mind.

But all those schools, except the "Infant Schools," can, in a great measure, and should be made self-supporting through the products of the work of the pupils in their very process of study. Even translations of Greek and Latin, if properly made, can be turned to account in some "literary magazine," and the test of practicability can be constantly applied so that every kind of knowledge, study or course of training, shall be made to do present service in society, and be "made easy"—in the common phrase. What is the use of asking a pupil: "How many barley-corns will go around the earth?" when the store, right next to the school house, furnishes a thousand useful problems for his arithmetic?

What an injury it is to the independence and even self-respect of a young person, that having spent five, six or eight years in "a course of study," and "having graduated," he who needs, as he stands trembling on the verge of actual life, obliged to earn his own living but not knowing a single occupation or skilled employment, now seek to find somebody who can teach, employ and at the same time pay him to be useful to society.

Ought not this to be done at the very start, without waiting till the boy or girl is 14 or 16 years old?

To teach, to employ and to pay at the same time—this is the problem that must be solved by our system of American common schools. Let the American people ponder over this great problem.

Such a system of common schools, academies and colleges as we now have, is calculated to build up certain intelligent and wealthy classes, and leave the mass of the people ignorant and dependant. The poor, below a certain level which includes a large majority of the people, can gain but little or nothing that is practical out of these institutions of instruction wherein the mind of the pupil is trained without employing his hands, or his hands employed without producing any useful or paying result. The "old apprentice system" was better than that.

Since that system has passed away by the introduction of machinery and a "new order of things," we must interweave its spirit and design into our system of common schools. Let this system be divided into three grades, schools of agriculture, schools of mechanics and schools of the five professions, viz.: the teacher, the physician, the lawyer, the minister and the statesman.

Our system of "Technical schools" must draw their resources from the whole wealth of the commonwealth. They must draw within their reach every child of the land by a compulsory and yet a free education. They must have a "beginning, a middle and an end"—and the end must be the fitting of human beings for the practical conduct of a useful, a noble and a happy life. Peter Cooper, the venerable founder of the Cooper Union, says, in his "open letter" addressed to President Hayes, "Let us promote and instruct industry all over the land, by founding, under national, state and municipal encouragement, industrial schools of every kind that can advance skill in labor. "We need the industrial school of art and science, and it should be made the duty of the local governments to provide a practical education for the mass of the people, as the best method of "guaranteeing to every State, a Republican form of government."

A writer on this subject, well says, "The increasing poverty of the masses, the decay of public health, the decline of private and public virtue and simplicity of life, the warnings of the truest men and women of the nation—all alike proclaim the necessity of educating the head and the hand together, and that this is the great need of the nation. "It will not do," he adds, "to say that children have no time to study and work at a trade; for the success of the "half-time system" is already too well established. The Hon. Mr. Newell is right in maintaining that the time given to the tricks of spelling, mental arithmetic, grammar and geography, could be applied to much better purposes."

As to the cost of Industrial and Technical education, it can be made the cheapest as well as the noblest investment of the nation. For a small outlay, not exceeding thirty dollars a year on each student apprentice, we can put skill and productiveness in him or her for life; raise labor to intelligence and position, spread industry to every man, woman and child in the community, and strike a destructive blow at the pauperism, drunkenness, vice, crime, disease and insanity that are now undermining the life of the nation. We need an entire revolution in the spirit, the methods and the aims of our common school system.

An eminent educator, near Boston, told the writer a few days ago, that the "High School for Girls" in Bos-

ton was proved by statistics to have contributed to the prostitutes of that city to a degree that called attention. Why? One would suppose that their superior education would lift them out of that sphere of life. The answer was: "At their graduation the girls know nothing by which to earn their own living, except to teach in the methods they have been taught. If they have no taste for this, or if they find the market for teachers 'overstocked,' they must earn their living somehow else. Whoever employs them has to teach them also, and lose money at first in supporting them till they have become useful. The girls have learned to despise unskilled and servile labor, and they can practice none other. How can they drop into that class after their education? Flattered by designing men, solicited by bad examples, in the midst of the refinement and innocent pleasures for which they long pushed on by absolute want, and 'hungry for life'—is it a wonder that many of these 'highly educated' but simple creatures yield to the seductions and delusions of vice?"

The chief element in this sad story is the want of any industrial capacity above the "unskilled and servile forms of labor" and the hunger for life.

Our common school system is fit only for those children whose parents can support them till they can support themselves by some skilled employment which they learned outside of the schools. These schools create a class whose minds are filled with facts, principles and "notions" called knowledge, which can be turned to little or no practical use in "getting a living," and who revolt against any servile form of labor. It is equally true that most children have to leave school before the age of twelve or fifteen in order to earn their own living; the parents cannot support them. These make the ready material for the criminal and pauper classes.

Juvenile Library for \$100.

The *Literary World*, on being asked for a list of books for school children in their fourth, fifth and sixth years of school, gives the following:

Young Folks' Cyclopedia of Common Things. J. D. Champlin. Holt,	\$3 00
Young Folks' Cyclopedia of Persons and Places. J. D. Champlin. Holt,	3 50
Young Folks' History of the United States. T. W. Higginson. Lee & Shepard,	3 50
American History. J. Abbott. Sheldon. 8 vols,	10 00
Old Times in the Colonies. C. C. Coffin. Harpers,	3 00
Child's History of England. C. Dickens. Porter & Coates. 2 vols.	1 50
Tales of a Grandfather. W. Scott. 4 vols. Scribner,	3 00
Children's Crusade. G. Z. Gray. Houghton,	1 50
The Age of Fable. T. Bulfinch. New ed., '76. Lee & Shepard,	3 00
Abbott's Histories. J. and J. S. C. Abbott. 26 vols. out of 32 as follows: Cyrus, Darius, Xerxes, Alexander, Romulus, Hanniba, Pyrrhus, Julius Cæsar, Cleopatra, Nero, Alfred the Great, William the Conqueror, Richard I, II, and III, Margaret of Anjou, Mary Queen of Scots, Elizabeth, Charles I. and II., Peter the Great, Genghis Khan, Marie Antoinette, Madame Roland, Josephine, Louis Philippe. Harpers. Each \$1	26 00
Marco Polo. G. M. Towle; Lee & Shepard	1 25
Vasco da Gama, do do	1 25
Pizarro, do do	1 25
Magellan, do do	1 25
True Stories from History and Biography. N. Hawthorne. Houghton.	1 25
Boyhood of Great Men. Edgar. Harpers.	1 25
Life of George Washington. W. Irving. Abridged. Putnam.	2 50
The Boyhood of Martin Luther. H. Mayhew. Harpers,	1 25
Robert Dick, Geologist and Botanist. J. Smiles; Harpers,	1 50
Joan of Arc. J. Tuckey; Putnam,	1 00
The Story of a Fellow-Soldier. Bishop Patterson; F. Audrey; Macmillan,	1 00
Stories of the Sea Told by Sailors. E. K. Hale; Roberts,	1 00
Story of Captain Cook's Voyages. M. Jones; Cassell	2 00
Two Years Before the Mast. R. H. Dana; Osgood,	1 50
Round the World. Samuel Smiles; Harpers,	1 50
Mutineers of the Bounty. Lady Belcher; Harpers,	1 50

A Thousand Miles in the Rob Roy. Macgregor; Roberts,	1 25
The Fairy Land of Science. A. B. Buckley; Appleton	1 50
Life and her Children. A. B. Buckley; Appleton,	1 50
Science for the Young. J. Abbott. Heat, Light, Water, and Land, Force. 4 vols; Harpers,	6 00
History of a Mouthful of Bread. J. Mace; Harpers,	1 75
Threads of Knowledge. D. Carey; Cassell,	1 00
Anecdotes of the habits and instincts of Animals. R. Lee; Dutton,	1 00
Anecdotes of the habits and instincts of Birds, Reptiles and Fishes. R. Lee; Dutton.	1 00
Field Friends and Forest Foes. P. Browne; Cassell,	1 25
Little Folks in Feathers and Fur. O. T. Miller; Dutton,	2 25
Odd Folks at Home. C. L. Mateaux; Cassell,	2 00
Wings and Stings. A. L. O. E. Carter,	35
Queer Pets at Marcy's. O. T. Miller; Dutton,	2 50
Adventures of a Young Naturalist. L. Biart; Harpers,	1 75
First Lessons in Botany. A. Gray; Ivison,	1 30
Learning to Draw. Viollet le Duc; Putnam,	2 00
What Girls can Do. P. Browne; Cassell,	1 50
Tales from the Odyssey. "Mater familias," Harpers,	2 50
First Steps in English Literature. Gilman; Barnes,	1 00
Familiar Talks on English Literature. A. S. Richardson; Jansen,	2 00
Shakespeare's Stories Simply Told. M. Seamer; Nelson,	1 50
The Boy's King Arthur. S. Lanier; Scribners,	3 00
About Old Story-Tellers. D. G. Mitchell; Scribners,	2 00
Arabian Nights. Townsend's ed.; Houghton,	1 00
Robinson Crusoe. Illustrated; Harpers,	1 50
Parents' Assistant. M. Edgeworth; Houghton,	1 25
Sandford and Merton. T. Day; Roberts,	1 00
Masterman Ready. Captain Marryat; Appleton,	1 00
Swiss Family Robinson. J. Wyss; Lippincott,	1 00
Settlers in Canada. Captain Marryat; Appleton,	1 00
Tom Brown books. T. Hughes, 2 vols; Harpers,	1 50
Bodley Books. Scudder, 5 vols; Houghton,	7 50
Rollo's Tour in Europe. J. Abbott, 10 vols; Sheldon,	9 00
The Boy Travelers in the Far East. T. W. Knox, 2 vols; Harpers,	6 00
We Girls. A. D. T. Whitney; Osgood,	1 50
John Gray, or Work for Boys. J. Abbott, 4 vols; 5 00	
Little Susy's Six Birthdays. E. Prentiss; Randolph,	85

The above list "foots up" about \$150, but could probably be bought at not far from \$100.

Where to Spend the Summer.

A REGION OF WATERFALLS.

The Delaware Valley, below Port Jervis, N. Y., is a most wonderful region for the number, volume and beauty of its waterfalls. The Sawkill, Vandermark, Sarrantyne, Raymondkill, Adams, Dingman's, Decker's, Tom's, Little and Big Bushkill and Saw Creeks entering the Delaware within a distance of twenty miles, rise in the mountain wilderness of Pike County, Pa., and to reach the river, must encounter a fall of over 1500 feet. At a low estimate there are over 500 striking cataracts formed on the different creeks, during that short flow. None of them are surpassed for beauty or weird, picturesque surroundings by the world famed waterfalls of the Catskills or White Mountains. This charming region is only reached by the Erie R. R. The Falls of the Sawkill are one mile from the popular summer resort, Millford, Pa. After flowing for some distance at the bottom of a rocky gorge, whose perpendicular walls of rock rise in places one hundred feet above the water, the Sawkill Creek leaps from a ledge some twenty feet in height, then gathers itself in a glassy pool, and a short distance further on plunges madly down the face of a perpendicular precipice, a hundred feet, its volume broken into a thousand sparkling forms by jutting rocks, and lashed into seething, foaming fury at the bottom. A silvery cloud of spray rises from the cauldron below from the prismatic atoms of which, under the influence of the sunlight that finds its way through the clustering evergreens crowning the hoary peaks that overlook the falls, a rainbow springs and rears its phantom arch over the troubled waters.

Three miles below Millford are the falls of the Raymondskill. A mile above the junction of the Raymondskill Creek with the Delaware, its waters, after numerous falls of from ten to twenty feet, rush down a sloping, jagged ledge of rock a hundred feet, not in a continuous fall, but in a series of confused tumbles, the water being

lashed and beaten into a mass of dashing foam. Finding the bottom, it hurries on, a smooth, glassy stretch of stream, in which the rocky walls, the blue sky, and the overhanging trees and foliage are beautifully mirrored, and with one wild leap of nearly seventy five feet reaches the level of the creek below, to rush on through a dark gorge at the base of a mountain rising nearly a thousand feet high. To the left of the second fall, coming timorously down its mossy bed from some place high up in the mountain, a gauzy stream of water tumbles to the creek, a silvery torrent aptly called the Bridal Veil. The surroundings are the wild woods and the towering hills—the very home of solitude.

The Falls of Dingman's near the village of Dingman's Ferry, one of the popular summer resorts in the "Erie Territory." High Falls is a wild reach of stream two hundred feet in extent—a high perpendicular leap, then a gathering of the waters, and then a thundering plunge down the slanting but angular face of the rocks. Factory Falls is a tumultuous dropping of the waters of the creek wrought to their utmost fury by sharp projecting rocks and frequent precipices, until they writhe and contort themselves into such shapes as have gained them the name of Maniac Waters. Fulmer Falls are a series of most picturesque cataracts. The Silver-Thread Fall is the crowning beauty of these mountain torrents. It is a thread of water but a few feet wide, but it comes with one continuous fall of a hundred and fifty feet down the face of the mountain, every drop of water being lashed into the whitest foam. Its bed is the solid rock, and dense forest trees prevent the sun from entering anywhere upon it. Standing at the side of the troubled pool which receives the waters after their plunge, the visitor may look up along the course of the Silver Thread, and see a patch of beautiful blue sky at the farther end. This charming region is only reached by the famous "Erie Railway." You go from New York to Port Jervis on the magnificent road and then by stage over a splendid road down the Delaware.

Storing of Electricity.

One of the latest and most interesting of electrical novelties is the improvement in the secondary battery of Gaston Planté, by M. Faure, which has been brought to the notice of the scientific world by the accounts of the transportation of a box of "electric energy" from Paris to Glasgow, for the purpose of having it submitted to Sir William Thomson, the eminent electrician, for tests and measurements. The results of this experiment have been pronounced wonderful, but no facts have yet been made public which afford a basis for an estimate as to the commercial value of the invention.

In attempting to follow M. Faure's plan of construction some difficulty was experienced in making the red lead remain in the place during the rolling up of the two electrodes. Therefore the battery was constructed of square plates of lead, each having an ear projecting upward from one side, for attachment to a binding post. This plan succeeded very well, the flat plates having the advantage of retaining a great quantity of red lead and of being easily formed into a compact pile.

The plates employed in the experimental battery were of pure lead foil, having the thickness of a postal card, a width of 7 inches, a height of 7½ inches, with an ear projecting from the top 1½ inches wide and 3 inches high. The total effective surface on both sides and edges of each plate is 100 square inches. Ten such plates are sufficient for a single element for ordinary uses, and such an element may be fairly charged by means of four gravity cells, but a stronger current is much quicker and more satisfactory. The method followed in building up the secondary elements was as follows:

After cutting out a sufficient number of lead plates, pieces of cotton flannel, 15 inches long and 7½ inches wide, were cut, and finally as many sheets of blotting paper, 7½ inches square, as there were lead plates were provided.

The next step was to prepare a thick paint of red lead by mixing the dry pigment with water containing one-tenth of sulphuric acid. This paint had a consistency of paste, and was applied thickly to one side of the sheet of lead with a common flat paint brush. The cotton flannel having been painted to within one quarter inch of all its edges on the nap side, the lead was laid, painted side down upon the painted cotton flannel, when the other side of the lead was painted and the cloth was neatly folded over the lead, completely enveloping it with the exception of the ear at the top, and projecting about one quarter inch

beyond all of the edges of the lead. The lead with its envelope was then laid upon a level board, and another plate was prepared in the same manner and placed over the first, with an intervening layer of blotting paper, and with the ear placed opposite the ear of the first. Other lead plates were added in the same way, with the interposed sheet of blotting paper and with the ears alternating in position. When ten plates had been placed together in this manner they were clamped together with two or three elastic bands, and the ears were brought together and passed through a slit in the wooden cover of the containing cell and bent down upon the top of the cover. They were then pierced and traversed by the screw of a binding post which enters the wood. In this way each pole of the element was furnished with a binding post, and at the same time firmly secured to the cover. The cell was then partly or wholly filled with acidulated water—water 10 parts, sulphuric acid 1 part—and after the cloth and blotting paper had become saturated the element was connected with four gravity cells. In one hour the element had stored electricity sufficient to heat 1½ inches of fine platinum wire to redness, to work a magnet strongly, and to run at a high rate of speed for fifteen minutes a small electric motor, that requires at least ten gravity cells to operate it. After this preliminary experiment a number of the new secondary elements were prepared in the same way and charged separately with a dynamo-electric machine. One element of ten plates, after receiving the current from the dynamo for ten minutes, operated the small motor above referred to for something over three hours.

Another ten minutes' application of the current from the dynamo charged it, so that after eighteen hours of rest it yielded a current which seemed as strong as when it was first charged on the previous day; but a time test proved that it was incapable of running the motor for quite so long a time as when the current is used soon after storing. However, it proved that a large quantity of electricity could be stored and retained for a considerable time.

Two opposite sides of the commutator are provided with straight bars connecting all the strings on each side, so that the current from all of the positive electrodes may be taken from the binding post attached to the spring at the end of the series on one side, and the current from all of the negative electrodes may be taken from the binding post at the end of the series of springs on the opposite side. When the commutator is in this position the battery may be charged and a quantity current may be obtained from it. When a current of high intensity is required, the elements are connected in series by means of the diagonal wires running through the commutator cylinder and terminating in buttons arranged on a median line between the metal strips. With this device all that is necessary to connect the elements for intensity is to turn the commutator through a quarter of a revolution.

It is too early to speak with any degree of confidence in regard to the capabilities of this new battery, but it seems susceptible of a great number of every useful applications.

For general experimental work its advantages are obvious. For electric lighting on a small scale it appears practicable, since a larger secondary battery may be charged by a small battery during the night and day for use during the evening. For use in connection with small electric motors for domestic purposes it would seem to have another application. For galvanic cautery it may serve a good purpose, and there are a thousand uses requiring only a brief expenditure of considerable power which would allow a large margin of time for the accumulations of electricity, where the battery may be advantageously applied.

The action of the battery is thus described in one of the English journals: "When a current is passed into this cell the minimum on one plate is reduced to metallic lead, that on the other is oxidized to a state of peroxide. These actions are reversed while the charged cell is discharging itself."—*Scientific American*.

PRESIDENT GARFIELD has assured the authorities of Williams College that he will attend the commencement at that institution, and be present at the inauguration of the new president, Professor Franklin Carter. He will be accompanied by Secretaries Blaine, Lincoln and Hunt of his cabinet, and a number of distinguished persons. The Williams alumni are much pleased at the selection of Professor Carter as president, and several large subscriptions have been made to the college fund.

The Study of Literature.

Through the pages of books we become acquainted with the good and great of all ages and nations. Their struggles and triumphs are made familiar to us, their experience becomes a part of our property; we can profit by their successes and have the lessons of their failures without their bitter experience. They are always with us to advise and direct, to comfort and console, to encourage and inspire. The finest sensibilities of our natures are by them roused, kindled and refined, and by them the religion of our souls is awakened and confirmed. A great responsibility rests upon us as teachers. Children will read—their own experience is all too narrow for them: they must know, feel and experience something from without. Well knowing this, mercenary and unscrupulous publishers have flooded the land with a species of literature most demoralizing in its tendencies and debasing in its effect: headed with startling and taking titles, and filled with all sorts of ultra-romantic and unreal situations, miraculous adventures, heartrending scenes, trashy and low conversations, lawless and vicious moralizing, and worst of all, at a price within the reach of the poorest. It is for us to form and foster a taste that will make such food unpalatable and nauseating. To any who were not so fortunate as to hear it I would advise the early and careful perusal of a most excellent essay on this topic read before this body at its last meeting by Miss Hardy, one of the ladies of the Oakland high-school. Shall we then introduce into our common schools literature with its text books, etc.? No, we can do enough in connection with reading in the last two years of the grammar schools. In all the Readers prepared for these grades there are good selections from many of the best authors both in poetry and prose. The class reads a selection, say "Marmion's Adieu." The teacher calls attention to points of particular merit and asks if the scholars know what book it is taken from. If not, she tells them. She then asks if they will get it and read it. If they can't get it without your assistance, help them to it. This you can do through the free library or the public library to which you belong, or your own, or your friend's private library. When they have read it, question them about it, mention points as you did in the selection; ask them if they know any other books the same author has written; if not, tell them of some, and in either case recommend to them at least one of the author's best works, questioning and noticing points as before, when they have read it.

By proceeding in this way with the more meritorious authors from whose pages selections have been made, without taking any special time, you will have developed a taste in your pupils, that will minister more to their good and pleasure in after life than bonanza stocks or lengthy bank accounts. You will be surprised at the intelligent ideas that will be advanced. Here is an incident in point: While I was visiting one of our Oakland classes but a few days ago, "The Village Blacksmith," by Longfellow, was read. The teacher asked for the author's name, if he was living and where, all of which was promptly answered. He then asked what traits of the author's character seemed to show most plainly in the piece just read. One said "respect for honest labor;" another, "love of the country and country scenery," and another, "love of children." He then asked if they could mention any other poems by Longfellow. Half a dozen were instantly given, among which were, "Building of the Ship;" "Hiawatha's Wooing;" "Evangeline" and "Courtship of Miles Standish." He then asked if any of them had seen the sequel to the poem just read. They had not. He then briefly related the incident of the children's having an arm chair made from the branches of "the old chestnut tree" and sending it with their good wishes to "the children's friend" as a birthday present, and of his writing a poem expressing his thanks to them while sitting in the chair. He closed by saying, I will read, and you shall judge of the poet's love for them who called him their friend, and taking up a scrap book, read feelingly, "From My Arm Chair." The moistened eyes that claimed kindred drops in my own, showed that the whole thing was understood and appreciated.—F. M. CAMPBELL, Pres. California Teachers' Association.

In your issue of March 25th you speak of the value of some of our silver coins, of particular dates. As I have a number of some of those dates, can you tell me where I can dispose of them; also what is the value of a continental half dollar of 1776?

(As to first question, Mr. W. P. Brown of 37 Park row is the best man we know; and he will honestly answer the second.)

FOR THE SCHOLARS.

True to His Word.

Mrs. S. C. Hall, who died a short time ago in England, was one day visiting Ireland with her husband, preparing to write a description of its scenery and customs. Arriving at Glendalough they observed a young lad seated on one of the tombstones, who, immediately on their approach, doffed his cap, and offered his services as guide over the district.

Returning after a day's thorough enjoyment, Mr. Hall took a flask from his pocket, and after partaking of the contents, offered some to the lad. To his utter astonishment, the offer was firmly but politely declined. To Mr. Hall, such a thing was wholly inexplicable. An Irish boy who would not even taste whiskey was, indeed, a stranger sight than any he had seen during the day. He could not understand it. Resolved to test the lad's principles, he offered him a shilling, then half a crown, then five shillings, if he would drink the poisonous drug, but the lad was firm. Under the ragged jacket there throbbed a true heart. Mr. Hall finally offered him half a sovereign, a coin not often seen by lads of his class in these parts. It was a wicked act, and proved too much even for the politeness of an Irish boy. Drawing himself up in something well-nigh akin to indignation, and pulling a temperance medal from the fold of his ragged jacket, he firmly told Mr. Hall, "that for all the money his honor might be worth he would not break his pledge." Then he learned that the lad's father had spent his best days as a drunkard, and at the last moment he signed the pledge and gave the medal to his son as a dying legacy. The boy's heroism in resisting Mr. Hall's temptation, was not in vain. The flask was thrown into the lake and Mr. Hall and his wife from that moment became firm teetotalers.—*Scholar's Companion.*

Sights in New York City.

BY ONE OF THE COMPANION REPORTERS.

One of the greatest sights which New York ever witnessed was the gathering of people at the Music Festival the first week in May. Upwards of ten thousand persons were present at each of the seven concerts and the number reached thirteen thousand the two last evenings. It was the first great festival of music that had been held in this city, and as New York always does things on a large scale so this was made the largest and grandest of its kind. The Seventh Regiment Armory was engaged for one week, for an auditorium, at an enormous price—\$10,000. As this building is used for the Regiment to drill in, and is merely an immense room occupying an entire block, it was prepared for the use of the audience by covering the floor with chairs. These were divided in six sections each of which were sub-divided, numbered and lettered. Then a stage for the chorus of 1,300 was built at one end of the building and an organ put up in the centre. The front part of the stage was filled by the orchestra of 250 pieces, and the conductor and soloists stood immediately in front.

The concerts were given in this way: Tuesday evening the chorus, orchestra and soloists performed two works—a Te Deum by Handel and Rubinstein's Tower of Babel. Wednesday afternoon the orchestra and soloists, Signor Campanini and Madame Gerster among them, made up the programme. In the evening the chorus

again gave their services and a requiem by Berlioz was given. Thursday afternoon was conducted the same as the previous one but with different music. Friday evening the wonderful oratorio of the "Messiah" by Handel was performed with the aid of the chorus. The next afternoon 1200 young ladies from the Normal College and 250 choir boys took the place of the chorus which was on duty in the evening and sang the Hymn to Joy in Beethoven's "Ninth Symphony."

That is the outline of what went on at the Festival, but think of the labor which it entailed! Preparations were being made a year before the Festival took place. The chorus practiced since last September, meeting once a week until March, and then twice and sometimes three times. Four hundred of the singers came from out-of-town. The orchestra also had to work hard all winter. The business arrangements required the close attention of a committee, and the assistance of about 2,500 people was required altogether to make the Festival of Music the fine success it was.—*Scholar's Companion.*

"Make Way!"

BY MRS. A. ELMORE.

Ding-dong-ding! and every body clears the track, as a covered wagon rushes by. A stranger wonders at the almost reverent look on every New York face. It is an ambulance! Every hospital has ambulances for conveying the sick and injured.

When an accident occurs a telegram is sent to the nearest hospital, and as quickly as possible an ambulance is there to receive the patient. The bed within is so constructed that there is no chance for additional suffering as the horse speeds along over the rough pavements.

Every other vehicle except a fire engine "turns out" for the ambulance when the peculiar sounding bell is heard.

If a stranger does not heed the bell, the driver calls "Make way!" and dashes on with all possible haste.

The first thought is, "Who is hurt?"

"It may be some one whom I know."

"I hope it is not my child."

"Somebody is injured, and some home made desolate, perhaps!"

Every heart feels the weight of the shadow of sorrow and pain, as the dark burden-bearer goes on its way with its clear, solemn "Ding-dong-ding!" Not only in the busy day hours, but at mid-night and before dawn, those easy carriages flit by with their burdens, or in quest of them.

A child injured or burned while the mother is busy or gossiping, a wife beaten by a drunken husband, a tramp kicked out of a bar-room and senseless in the gutter, a lady in silk and lace trampled by a runaway horse, an old man feeble from want of food fallen on the street, a workman thrown from a wall; every day and every hour in that day there is a call for an ambulance, and yet one may live years in New York and never see one halt for one who has need of it, hear the stern "Make way!" or note the change in the faces of those who hear the clang of the bell and give a kindly thought to the suffering human beings who await the coming of the ominous wheels to bear them into the presence of skillful physicians and trained nurses.—*Scholar's Companion.*

Magna Charta.

The twelfth century and the beginning of the thirteenth witnessed the height of the Feudal System in England; but the first of the effective blows that toppled Feudalism to the dust was given at Runnymede in the year 1215. That is when the Magna Charta (the Great Charter) was given.

When William the Conqueror conquered England, he took possession of the land as his personal property, and divided the greater part among the chief men of his army in payment for their service in the conquest. These principal barons thus became the chief tenants of the crown, bound to render him aid in men and money whenever called upon. Under the great barons were lesser barons, or knights, owing service to their lords, in like manner as those lords held land from and owed service to the king. The Knights had free yeomen bound to them in similar manner, while the great mass of the conquered Saxons were bond-slaves to one or another class of land-owners, or held a position somewhere between actual slavery and freedom. Thus every class owed military service to the class above it, was liable to fines and taxes at the will of its immediate superiors.

The dwellers in cities were free from service to any one but the king himself; and the bondsman who succeeded in escaping to the city, and remained unmolested there a year and a day, became forever after a free man. Thus the population of the cities were steadily increased by the number of fugitives seeking shelter. This was the Feudal System, and King John liked it, but it did not please the freedom-loving English, and it was bound to fall.

Runnymede, meaning the mead or meadow of council (Rune-med it was anciently spelled), was a flat strip of meadow-land on the south bank of the River Thames, near London. On the 14th of June, 1215, the king and his friends moved to Windsor, and the barons to Staines. With the dawn of the fifteenth the two parties set out for the place of meeting, and encamped at opposite sides of the meadow. In the days of the Anglo-Saxons many a council has been held on that meadow; but no council was ever held there, or elsewhere in the kingdom, that was of so much immediate importance, or so lasting in its effect, as that for which the vast assemblage gathered on that pleasant June morning.

The preliminary negotiations were soon over. The king was sullen, but made little objection, for his friends were few, while the army of the barons was without number. When all was ready the final meeting for signing the Great Charter took place in the center of the meadow.

In it was this clause, "No freeman shall be arrested, or imprisoned, or diseased, (deprived of anything he possesses,) outlawed, or banished, or any way destroyed, nor will we send upon him (pronounce sentence against him, or allow any of the judges to do so) except by the legal judgment of his peers or by the law of the land. To none will we sell, to none deny, to none delay right and justice."

King John scowled, and ground his teeth, but made no open opposition. The document being read and laid upon the table, the king devoutly crossed himself in token of his sincerity, and signed the parchment with a smiling face, though rage and hate filled his heart. Then the heavy seal was attached. The Charter was deposited for safe-keeping in a sort of ark. The king and his followers departed in all haste for Windsor.—*Scholar's Companion.*

Established 1827. Silver Medal, Paris, 1867.

Grand Medal for Progress, Vienna, 1873.

Centennial Award, 1876.

The Gold Medal, Paris, 1878.

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Among the Publishers.

See advertisement on another page.

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Continued on Page 14.

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The publishers are an enterprising firm, occupying a fine business locality in the heart of the city of Philadelphia and in the neighborhood of the Times building, the Ledger, the Philadelphia Daily Press, the Girard House and the Continental Hotel. It is within two squares of the old State House, where still may be seen the far famed fractured bell that pealed out the first notes of the nation's independence.

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Among the other publications of the house we notice "Bingley's Animal Kingdom," "Goodrich's History of the Sea," "Our Country and Its Resources," "Livingston's Explorations in Africa," "Manning's Illustrated Stock Doctor and Stock Encyclopedia," "False Gods, or Idol Worship of the World" by Dobbins, "Bow in the Clouds" by Bishop Stevens, "Stanley's Explorations in Africa" by Headley, "Life of General Garfield," "Life of General Hancock," "Centennial Exhibition," several of the select works of T. S. Arthur, "General Grant's Tour Round the World" by Headley, and other valuable works.

Family Bibles are made a specialty, the beauty of which is unsurpassed, and their sale is immense.

The house also publishes the Anglo American Edition of the revised New Testament, with the history of the revision bound in the same volume.

The remarkable enterprise of the house is demonstrated to some extent in the production of this revision. In three weeks from the day the first copy of the revision reached America, 90,000 copies were manufactured and sold by the firm.

The Rev. Dr. J. A. Pelts, well known as a gentleman of scholarly attainments, is the office editor. He superintends the work of the printers, corrects their errors, and does the literary work necessary in arranging manuscript and making it into a book.

We feel assured that the publications of the House are such as to commend the confidence of the reading public, and are not surprised that their success is somewhat of an exception in the book business. We believe they rank as one of the very first in their line in the volume of business done, and certainly in the character of the works they publish.

CORPORAL PUNISHMENT.—Where corporal punishment is kept up, it should be at the far end of the list of penalties; its slightest application should be accounted the worse disgrace, and should be accompanied with stigmatizing forms. It should be regarded as a deep injury to the person that that inflicts it, and to those who have to witness it,—as the height of shame and infamy. It ought not to be repeated with the same pupil; if two or three applications are not enough, removal is the proper course.—ALEX. BAIR, L.L.D.

The Adirondack Region.

It is now becoming pretty well known that there is a most picturesque region in the northern part of the State of New York, occupied by mountains and lakes, which are the sources of supply for the rivers which empty into the St. Lawrence, Lakes Ontario and Champlain, and the Atlantic Ocean. Until quite recently this region has been a sort of *terra incognita*. But a few years since the Legislature decided to have this region explored and surveyed, partly with a view of developing its resources, and partly with a view of setting aside a State Park.

The choice of superintendents fell on Verplanck Colvin as superintendent of this survey. Mr. Colvin is a young man of exact scientific attainments, as well as of the highest character, as gentle as his mother, but most resolute in all his purposes. He has been several years employed; and we have before us "The Seventh Annual Report on the Progress of the Topographical Survey of the Adirondack Region of New York to the Year 1879." It contains a condensed report for the years '74, '75, '76, '77, '78, with late results in geodetic and trigonometrical measurements, magnetic variation, hydrography, river surveys, leveling and barometric, meteorology, rain-fall, botany, zoology and geology, with maps, engravings and chromo-lithographs.

This report was transmitted to the Legislature on the 7th March, 1880. It is peculiarly full, complete and vivacious. The frontispiece consists of a colored engraving of "Lake Tear of the Clouds, the Source of the Hudson River." In perusing the journal of the survey we note that the superintendent was exact in requiring the observance of Sunday as a day of rest, as well as a total abstinence from all intoxicating liquors.

The volume is a credit to the superintendent and those engaged with him. The survey is still in progress. The Editor of this paper had the satisfaction of witnessing the progress of the work on Mt. Marcy several years since.

Life Is What We Make It.

Life is in a great degree what we make it. And how shall we succeed if we pass by, heedlessly, life's precious opportunities?—little opportunities of doing good, little lessons that may at present seem unimportant, help materially to lay the foundation for a great and useful life. Our facilities for exercising an influence over others are so many and so great that it is difficult to conceive how two persons may sit and converse together without exerting a mutual influence, and every man who critically examines his intellectual and moral state will observe that however short his interview with another person may be, it has had an effect upon him. And this influence is usually exerted when we think little about it; but we have probably left impressions on some minds which will never be erased. And this influence and constancy has often great power; a single instance of advice, reproof, caution or encouragement, may decide the question of a man's respectability, usefulness and happiness for a lifetime. How important, then, that we improve every opportunity to make our life a blessing to others.—Exchange.

COMPULSORY LAW IN EDUCATION.—The State provides the means for such education as a safeguard against pauperism and crime,—a measure of protection to itself and society, and it has a perfect right to insist that these means of education shall be improved. There is no more abridgment of general liberty in such a law than there is in any other law requiring the performance of acts that are for the general good, or the refraining from certain others that are detrimental to public interests. The decay of education is one of the first steps toward national decay,—of this there is no reasonable ground for question. General education may not be a sure preventive of poverty and crime, but that it tends powerfully in that direction few intelligent and observing persons will deny. The smaller the number of illiterate persons, the less chance there is for the success of the schemes of demagogues and all that class of scoundrels that live by deluding the people, or pandering to their superstitions and prejudices.—Milwaukee Evening Wisconsin.

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The writing books of this firm deserve attention by teachers. Not less the methods of teaching modern languages. They have both attained a position, as they embody important principles.

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BURR'S LIBRARY INDEX.

It is sufficient to say of this article that the editor considers it as indispensable for his use. By having it at hand while reading, paragraphs that strike attention are easily marked. To the teacher it is most valuable, keeping before him the place to find subjects that cannot be cut out and put in the scrap book.

THE FIRE ON THE HEARTH.

We once more call the attention of all interested in educational matters to the F. O. H. apparatus for warming and ventilation.

Its manufacturers, the Open Stove Ventilating Co. of New York city brought out last year an air-warming grate, constructed upon the same principle as their celebrated stoves—a very beautiful and efficient affair for library or living room. It goes under the mantel, out of the way, is complete in itself requiring no separate hot air flues.

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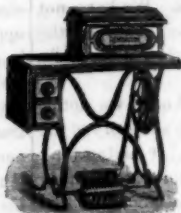
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The San Francisco Microscopical Society is discussing the value of a test for the genuineness of signatures by microscopic examinations, which has been proposed by Dr. J. H. Wythe. Dr. Wythe maintains that every man's handwriting is infallibly distinguished by three characteristics, that may be detected by the microscope while they escape the eye, which he calls the rhythm of form, dependent on habit or organization; the rhythm of progress, or the involuntary rhythm, seen as a wavy line or irregular margin of the letters; and the rhythm of pressure, or alternation of light and dark strokes. The proper microscopic examination of these three rhythms, under a sufficient illumination of the letters, cannot fail, he believes, to demonstrate the difference between a genuine and an imitated signature. The correctness of his conclusions having been disputed, Dr. Wythe made an address on the subject at a special meeting of the Society, and exhibited specimens of writing in support of his views.

A SEA-SIDE laboratory is to be conducted under the direction of Prof. Hyatt, of the Natural History Society of Boston, and the immediate care of Mr. B. H. Van Vleck, at Annisquam, near Gloucester, Mass., from June 5 to Sept. 15. It is designed rather for teachers or students who have had some experience, and will be devoted to collections and investigations rather than to elementary teaching.

A COMPANY has been formed in Pittsburgh to supply fuel gas for furnaces, boilers, and dwellings. It is estimated that 50,000,000 cubic feet of gas could be sold daily. The Company are now deliberating whether they shall manufacture the gas on the spot, or tap the waste gas of the Connellsville coke ovens, where 240,000,000 feet of gas are sent into the air daily, and bring it in pipes to the city.

The *Evening Post* of New York city has passed into the hands of Carl Schurz, Horace White and E. L. Godkin.

One of the pleasantest of new books for boys is Mr. John Habberton's "Who was Paul Grayson?" issued by Harper Bros.

The June *Folio* gives a bright polka by T. B. Ryder; a waltz, a memorial hymn for quartet and a selection from the "Mascot."

The Emerson Birthday-Book promises to find as many admirers as the Longfellow, to which it is a companion, and whose plan of arrangement is followed in the Emerson.

Miss Elizabeth Stuart Phelps' latest production, "Friends; a Duet," after running through half-a-dozen numbers of the *Atlantic*, is to be put in book shape by its publishers.

Lee & Shepard have just issued Mr. Wm. M. F. Round's last book, "Rosecroft, a story of common places and common people." Mr. Round is well known as the author of that charming volume for children, "Child Marian Abroad," and his "Hal," of last year.

Of John Church & Co.'s (Cincinnati) recent publications, we find a simple contralto song by Eva Bates that will be generally liked, Henry Tucker's latest song and chorus, "Adah Moline," with a charming title-page; "The Broken Rose," a dramatic song by Max Maretzek; and a "Vernon waltz" by E. D. Hill, suited to beginners in the study of music.

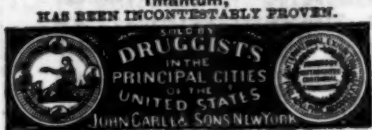


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An ancient battle field and burying ground has been laid bare in Georgia by the overflow and washing of the Coosa River during the spring rains. A part of the tract consisted of mounds, which were strewn with implements of aboriginal warfare, beads, and earthen vessels. The rest of the ground was covered thickly with skeletons, all perfectly exposed, and in good preservation.

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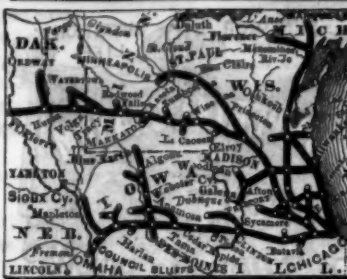
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